DOCUMENT RESUME

ED 388 415 PS 023 698

AUTHOR Hughes, Renee M.
TITLE The Inclusion of Fantasy Play through the Use of Barbie Dolls in a Developmentally Appropriate Learning Environment for Preschool Three and Four Year Olds.
PUB DATE 95
NOTE 81p.; M.S. Practicum Report, Nova University. Appendixes contain very small filled print.
PUB TYPE Dissertations/Theses - Practicum Papers (043) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Curriculum Design; *Fantasy; Preschool Children; *Preschool Curriculum; Preschool Education; *Pretend Play; Program Descriptions; Sex Bias; *Teacher Attitudes; *Toys
IDENTIFIERS *Developmentally Appropriate Programs; *Dolls

ABSTRACT

This practicum paper describes a fantasy play program designed for 3- and 4-year-old preschoolers with Barbie dolls that could be used as a tool in regularly scheduled center play activity. Because of strong biases held by teachers against commercial toys, children were not afforded the ability to experiment with these tools, or discover the role of fantasy play in the preschool classroom. The program presented teachers with an active design and implementation role to eliminate the bias against the Barbie doll. The strategy began with an in-service training for teachers. The dolls were introduced to the children during an "Around the World" focus, and placed in the classroom for the preschoolers to discover at their own pace. The results showed that the responses of faculty, children, and parents were favorable, and the strategy opened up a new way for children to play and for teachers to facilitate a preschool classroom. Teachers supported the importance of fantasy play and the use of Barbie dolls as fantasy figures. Five appendices are included containing samples and results of faculty, parent, and preschool classroom surveys, curriculum checklists, and the "Around the World" curriculum. Contains 25 references. (AP)

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ED 388 415

The Inclusion of Fantasy Play Through The Use of Barbie Dolls in a Developmentally Appropriate Learning Environment for Preschool Three and Four Year Olds

by

Renee M. Hughes

Cohort 63

A Practicum Report Presented to the
Master's Programs in Life Span Care and Administration
in Partial Fulfillment of the Requirements
for the Degree of Master of Science

NOVA UNIVERSITY

1995

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Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have ackknowledged such work in accordance with accepted scholarly and editorial practice. Igive testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my own work, presented here, will earn similar respect.

March 17, 1995
Date

Renee M. Hughes
Signature of Student

Abstract

The inclusion of fantasy play through the use of Barbie dolls in a developmentally appropriate learning environment for preschool three and four year olds. Hughes, Renee M., 1995: Practicum Report, Nova University, Master's Programs in Life Span Care and Administration. Descriptors: Toys/Barbie Dolls Sexism Toy Sales/Toy Marketing Fantasy Play/Curriculum Design.

Traditionally, early childhood programs defined as being developmentally appropriate in curriculum design and practice were usually absent of any kind of fantasy play, or any kind of fantasy play figures. Because of strong biases held by teachers against commercial toys such as Barbie dolls, children were not afforded the ability to experiment with these tools, or discover the role of fantasy play in the preschool classroom.

The author designed and implemented a strategy intended to provide preschool three and four year olds with Barbie dolls that could be used as a tool in regularly scheduled center play activity. In addition, the author placed the teachers in an active design and implementation role in an attempt to eliminate some of the bias held against Barbie as a reliable educational tool. The strategy began with an in-service training for teachers and the decision to include Barbie dolls in the monthly curriculum design. The dolls were introduced to the children during an "Around the World" focus, and placed in the classroom for the preschooler to discover at their own pace.

The responses of faculty, children, and parents to the strategy was favorable. The strategy opened up a new way for children to play and a new way for teachers to facilitate a preschool classroom. Teachers supported the importance of fantasy play and the use of Barbie dolls as fantasy figures. Both teachers and parents observed noticable changes in children's play patterns, with some parents encouraging the play at home. Several components of the strategy have been maintained as an integral part of a developmentally appropriate preschool environment. Appendices include sample surveys, curriculum checklists, and curriculum designs.

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Chapter I - Introduction and Background

The setting in which the problem occurs is a state-licensed, on-site, corporate sponsored child development program. The corporate sponsor is an internationally recognized corporation specializing in the design, production, and distribution of childrens toys. The child development center officially opened for the corporations 1,500 employees on February 1, 1994, and serves eighty- five families with children ages six weeks through five years.

Families from the surrounding community are not permitted to enroll in the program. The program accommodates full-time enrollment, no part-time care is available, with parents paying local market rates ranging from $430.00 per month for a child attending the private kindergarten to $611.00 per month for infant care. Since the tuition fees do not, and were not meant to cover the full cost of running the center, the corporate sponsor subsidizes all expenses. The program ratios and group sizes are as follows:

Class	Ratio	Group Size
Infants	1:3	12
Toddlers	1:4	12
Two's	1:5	15
Preschool	1:8	32
Kindergarten	1:12	15

Sick care is not available, however the center does have an emergency care program in place. Emergency care is defined as well-child care needed on a temporary basis, usually due to an interruption in regular child care plans. There is a daily rate charged for this emergency service, and a family can use

the program for up to thirty consecutive days, unless special permission is given by the corporate sponsor. By December 1, 1994, the center will be licensed to provide holiday-summer care for children ages six to twelve years.

The corporation became aware of the need for an on-site child development center six years ago via a working mom, Grace Moniz, who also happened to be their human resources manager, and had access to company personnel data (Callahan, 1994). Moniz "found that [the corporation] was losing five hundred fifty employee workdays a year due to breakdowns in child care arrangements" (Callahan, 1994, p. 34). In addition, she calculated that the number of babies born annually had increased by 30 percent in two years, and that, if the trend continued, "you could see where we were heading" (Callahan, 1994, p. 34). The corporate executives were sympathetic, but were concerned about liability. Through extensive research, Moniz was able to document that "there had never been a law suit against a corporate day care center" (Callahan, 1994, p. 34). Once the corporation executives gave the go ahead to pursue the project, finding a suitable location was the next big hurdle. Ultimately, the employee cafeteria was relocated to make room for the center (Callahan, 1994). The corporation hired a nationally recognized child care management company to oversee the project and manage the completed center. An architectual firm and contractors, who specialized in the building of child care centers, were hired, and a few years later, the center was opened. From conception to completion, it took approximately six years.

Philosophically, the program is committed to a child-centered curriculum, with a basic belief and respect for the "specialness" of young children (Bright Horizons, 1992). The program's faculty and administrators recognize the paths to learning are somewhat different and unique to the learning styles and characteristics of each learner (Bright Horizons, 1992). These differences are highly valued, and

the overall intent of the curriculum is to offer diverse experiences and opportunities for learning and to encourage each child to become actively engaged in shaping the course of these experiences to fit his or her particular interests and style of learning (Bright Horizons, 1992).

The child care center selected for this practicum is not yet accredited by the National Association for the Education of Young Children because it has not been in operation long enough to apply. However, it is a goal of the program to begin the accreditation process in the summer of 1995.

As the director of the child development center in this practicum, I am responsible for the financial health of the program, the development and implementation of an age-appropriate curriculum that meets the criteria of the National Association for the Education of Young Children, faculty development and training, program marketing, and public relations. Public relations is defined as the promotion of the center in terms of organizing and conducting center tours, assisting in local and national media publicity projects, producing a monthly newsletter for parents and faculty, developing and implementing a parent education program, and facilitating product research and development for the toy design groups.

While I am employed by the child care management company, but I am responsible for reporting to the corporate sponsor. The sponsor has developed a task force which is comprised of the corporations senior vice president of human resources, the vice president of benefits and compensation, the human resource manager, and a parent representative. My immediate supervisor, who is also an employee of the management company, and I meet with the task force on a monthly basis to give a financial update, discuss center events, present

parent/child issues, and make them aware of any other pertinent information that may need their attention.

I work with a faculty of twenty teachers and an assistant director. The average faculty experience level is seven years, with education levels ranging from experience only to bachelor degrees in early childhood education. The faculty are ethnically diverse, gender diverse, and are representative of the population we serve.

I hold a bachelor of arts degree in psychology with a minor in sociology, and over forty units of child development course work. I have twelve years of experience in early childhood education, and have been in administrative positions for six of the twelve years. Most recently, I served as the assistant director of a military child care program in England. The center served over five hundred families and employed 102. The highlight of my career at the military base was my involvement in the development and implementation of a program designed to give twenty-four hour care to the children of active duty and civilian parents who were called to serve in the Gulf War.

With the understanding the changes the practicum plans to introduce will initially be center specific, I do have the ability to present to the education department of the management company, a proposal to integrate my findings into other centers' curriculum designs.

Chapter II - The Problem

The purpose of this practicum is to incorporate fantasy play, using a fantasy figure such as a Barbie doll, into the developmentally appropriate preschool learning environment of a corporate sponsored child care center that, currently, does not offer this particular type of play.

Traditionally, early childhood programs that define themselves as being developmentally appropriate in curriculum design and practice are usually absent of any kind of scheduled fantasy play for children. Grace Mitchell, Lois Dewsnar, and Nancy Bailey, authors of **I AM! I CAN! Keys to a Quality Child Care - Volume One**, define a developmentally appropriate curriculum as one in which "we plan environment and program to meet the changing needs of the growing, developing child" (1992, p. 75). The authors go on to urge an educator to look at the growth of the whole child, the physical, the emotional, the cognitive, and the social growth of each child when trying to assess whether a curriculum design is developmentally appropriate (Mitchell, Dewsnar & Bailey, 1992, p. 75). **Accreditation Criteria & Procedures of the National Academy of Early Childhood Programs**, defines the goal of a developmentally appropriate curriculum to be one in which "the curriculum encourages children to be actively involved in the learning process, to experience a variety of developmentally appropriate activities and materials, and to pursue their own interests in the context of life in the community and the world" (1987, p. 8). Most child care directors enthusiastically grasp these definitions as program goals and fill their centers with activities for children that parallel real-life experiences. In **The Guide to Program Quality**, published for directors by Bright Horizons Children's Centers, Inc. in 1992, it is encouraged to have

preschool environments arranged into distinct learning centers, each clearly separate and labeled, organized for children's independent use and making a wide variety of alternative activities available for children's chioce:

block building - with unit blocks and accessories

dramatic play - with dolls, dress-up clothes and props, child-sized furniture, puppets

art exploration - with finger and tempra paints, crayons, scissors, paste

music - with records, musical instruments

manipulatives - with puzzles and other table toys

science and math - with plants, pets, collections of objects from nature, magnifiers, materials for sorting, classifying, and counting

sand/water play - with sand and water toys for measuring, filling and pouring

woodworking - with work bench, soft wood scraps, sandpaper small hammers and nails

large motor play - with active play equipment for climbing, balancing (may be outdoors)

While these developmentally appropriate curriculum designs and environments encourage wonderful learning, a clearly recognizable fantasy outlet is usually absent, and is rarely considered to be a crucial element by early childhood educators. When the twenty teachers that work at the child care center described in this practicum were asked if a fantasy figure, like a Barbie doll, could be used as an educational tool, fourteen responded "No" and six responded "Yes". (See Appendix A.) One participant who responded negatively to the question went on to explain that when he/she sees toys or

plays with them, he/she does so for enjoyment, not for a learning experience. (See Appendix A.) Another teacher who also responded negatively to the question, commented that a Barbie doll could not be used as an educational tool because Barbie teaches young children to value beauty and material items. (See Appendix A.)

When the same twenty teachers were asked if they thought their classroom was developmentally appropriate, all twenty teachers responded "Yes". (See Appendix A.)

According to Michael Schwartzman and Lisa Weiss, "by understanding the important role that fantasy plays in your childs life at different stages, you will be able to respond to him more effectively" (1993, p. 30). In many ways, mommy and daddy are the first fantasy figures in a child's life. " Mommy knows everything, can make everything better, and in most cases, daddy is the strongest person in the whole world" (Schwartzman, Weiss, 1993). In their article, **Santa, Barbie, and the Tooth Fairy**, Schwartzman & Weiss state that "fantasy figures also help your growing child channel emotions and act out what is bothering [them]" (1993, p. 33). They go on to say an active fantasy outlet "...whether filled with dreams about Santa, lots of doll play, or superhero illusions, has the potential to enrich your child's life, bolster her self-esteem, and enable her to channel her feelings in a healthy way" (Schwartzman & Weiss, 1993).

Penelope Leach, in her article entitled, **Don't Hurry Learning**, notes "in the early years, children make no distinction between learning and playing nor between educational toys and other playthings" (1994, p. 66). Leach goes on to state that while many studies "illuminate the role of play in cognitive development, fewer studies stress its equally vital role in emotional development: empowering children and enabling them to grow" (1994, p. 67).

When children play with toys, their play is a replay, in fantasy, of their own experiences and the feelings they evoke (Leach, 1994). What children cannot understand or even bring themselves to think about, they may be able to deal with in play (Leach, 1994). Early childhood is the "age of imaginary friends and scary monsters, of heroic or horrific deeds, of make-believe mothers and fathers whose rigid roles and punitive characteristics may amaze the real parents should they be watching or listening to their children at play" (Leach, 1994). The child development program which has been selected for the practicum by the writer does not have an active fantasy element incorporated into the regular developmentally appropriate curriculum for the preschoolers. While the curriculum does meet the criteria of the National Association for the Education of Young Children to be defined as developmentally appropriate, the program fails to offer fantasy play because it has never been understood to be an important addition to an educational setting. (See Appendix B.) According to Schwartzman and Weiss, "girls fantasy figures, commonly dolls, ponies, or bears at this stage, often stir concern among parents who worry that their daughters are just wasting time, yet in playing with and caring for her Barbie dolls, your child is practicing the real-life scenarios that she sees around her" (1993, p. 33). Barbie is very much a part of the real-life community in the selected practicum setting. The children in our care have a very special relationship with Barbie because not only is she a doll, but the parents of these children depend on her popularity for their livlihood. Barbie is much more than a toy, she is a career for many of our preschool parents. Granted, it is recognized by the writer that the close relationship these children have with Barbie dolls creates a built-in bias for this practicum. However, it is interesting to note how the opinions about her are different when you talk to people outside of the educational field. When the parents of the preschoolers in the program were asked if a Barbie doll could be

used as an educational tool, the overwhelming response was "Yes". (See Appendix C.) Many parents gave Barbie doll credit as a positive role model and an inspiration to young girls. On the other hand, those few parents who could not see Barbie being used as an educational tool supported their decision by stating that her body was unrealistic and the preschoolers would have a difficult time relating to her perfection. (See Appendix C.) On the subject of perfection, one parent commented that "preschoolers are struggling to master themselves and their environments, to achieve this, they need tools that will make this goal attainable. I do not see how Barbie can achieve this." (See Appendix C.) When the same group of parents were asked if they thought Barbie is culturally diverse, a majority of the parents responded "Yes" while two responded "No". (See Appendix C.) One of the parents who responded negatively to Barbie's cultural diversity added that "she is a homogenous icon capturing an isolated spirit of the beach-bound California girl." Within the past few years, the corporate sponsor has designed and marketed a line of international Barbie dolls. These dolls wear the costume of different countries, with hair styles and facial features representative of the ethnic heritage. While the two parents who responded negatively in this survey may feel that this is not enough, it is at least an attempt to bridge the gap between cultural diversity and icon.

In light of the literature that supports the notion of including fantasy play in preschool learning environments for the purpose of further developing emotional growth, and in a continuing effort to encourage children to pursue interests that pertain to real-life experiences, the practicum statement is as follows: The inclusion of fantasy play through the use of Barbie dolls in a developmentally appropriate learning environment for preschool three and four year olds.

The evolution of the practicum problem was inevitable. As the director of the child care program, and as a part of the administrative team working for the management company that operates the center for the corporation, it is vital to our continued success to be sensitive and responsive to the needs of the corporate sponsor as well as to the families we serve. Throughout the process of designing, building, and equiping the child care center in this practicum, it was evident early on that the corporate sponsor wanted their product represented in the center. As educators schooled in early childhood development, it was difficult for us to gain excitment about toys and equipment that are non-educational, glamorous in nature, and simply not properly constructed for heavy use in a child care setting. An example of such a toy would be Barbie doll. As the teacher surveys indicated, there is a tremendous bias against the use of Barbie in an educational setting. (See Appendix A.) The bias most frequently mentioned was Barbie doll's inability to be an identifiable figure for the children. Teachers felt because of the stereotypical image of rich and perfect, she could not be representative of the children in our care. (See Appendix A.) On the other hand, some of the teachers who participated in the same survey felt that Barbie could be used as an educational tool because she could help children to dream and aspire to different career choices, choices they may not have believed to be possible for themselves before. For example, Barbie has been a doctor, a model, a military officer, and an astronaut. When the preschool parents were asked how they thought their child could identify with Barbie, the responses were varied. One parent replied that Barbie can do things her daughter can't, and that Barbie "helps her to widen her horizons." (See Appendix C.) On the other end of the scale, on parent responded that her children could learn about "our ridiculous expectations for women's bodies and the trivializing of women as professionals." (See Appendix C.)

While all survey participants, faculty and parents, agreed that Barbie was representative of wealth and beauty, isn't that why she is so tremendously popular and sells? According to a study performed by the advertising and marketing agency of Ogilvy and Mather, Barbie doll represents wealth and beauty because that is what little girls want (1994). The report notes that after conducting a survey of young children across the country, the agency was able to determine the following conclusion: "Girls are driven by wealth and beauty, nurturing and mothering, love and affection, outrageousness and silliness, rebellion, fitting in, being cool, attraction and aversion to boys, and to succeed, win, and master" (Ogilvy & Mather, 1994). In comparison, the report concludes that boys are driven by "strength and wealth, good and evil, gross and bizarre, danger and rebellion, standing out and fitting in, and love and affection" (Ogilvy & Mather, 1994). The marketing strategists feel that Barbie covers it all, hence, the very successful Barbie ad campaign of a few years ago that coined, "We girls can do anything!" (Ogilvy & Mather, 1994).

So, the dilemma began to emerge as a struggle between the bias against Barbie held by the teachers in the child care center and the eagerness of the corporate sponsor to have Barbie represented in the child care classrooms. Further review of the literature supported both sides of the argument. In an article by Francis Wardle entitled, **Helping Children Respect Differences**, parents and educators are urged to raise children to "...enjoy meeting and playing with different children, understand and learn from this variety, and celebrate diversity" (1990). Wardle encourages the purchase of materials that "positively portray diversity: books, posters, videos, puzzles, and dolls" (1990). However, parents and educators should avoid toys and other play materials that reinforce stereotypes such as "Barbie dolls and Cowboys and Indians" (Wardle, 1990). Further evidence of the bias held against Barbie, a bias that is based on her

appearance and the image she represents, is illustrated in an article by Susan Faludi entitled, **The War on Women: The Big Lie**. Faludi describes an incident in which a young girl hoists a sign that reads "I Am Not A Barbie Doll" and asks the world to recognize "...at long last that women aren't decorative ornaments" (1991). Penelope Leach comments, "In early childhood, children are wild with emotion and imagination...self-motivated play and endless talk enable them to incorporate the puzzlements of the self, other people, feelings, processes, and objects into a reality they can share with adults. What it cannot and should not do is hurry children through the necessary processes of growth and maturation" (1994). If fantasy play, as the literature suggests, is an important aspect of a child's emotional development, and if, as Penelope Leach noted, young children make no distinction between educational toys and other playthings, than why can't Barbie dolls be the fantasy figure to facilitate this kind of play for preschoolers, despite the adult biases, which as Leach noted, they should not be forced to process anyway (1994) ?

In summary, based on the analysis of the problem identified in this practicum, the writer of the practicum has drawn the following conclusions to be in support of the problem statement: a) According to a review of the literature, fantasy play is important to the emotional growth of preschoolers, b) The corporate sponsor of the child care center described in this practicum would like Barbie dolls to be used in the preschool classrooms, c) There are documented biases against Barbie held by the faculty and the parents at the child care center described in this practicum, d) By utilizing the **Guide To Accreditation** curriculum checklist, the child care preschool curriculum meets the criteria to be defined as a developmentally appropriate preschool (see Appendix B), and e) The preschool classroom selected for this practicum, currently lacks the opportunity for the children to participate in a regularly scheduled fantasy play activity center.

Chapter III - Goals and Objectives

As documented in the previous chapter, the child care center selected for this practicum lacks the opportunity for preschoolers to involve themselves in any kind of regularly scheduled fantasy play. Schwartzman and Weiss state "fantasy plays a complementary role to your child's expanding store of information, experience, and judgment" (1993, p. 33). They go on to stress that "a young child needs fantasy play to feel secure enough to venture out in the world and explore...it helps her to feel strong, courageous, valued - all of which are essential qualities for her to grow and experiment and master the challenges with which she is faced" (Schwartzman & Weiss, 1994, p. 32). In light of these findings, the first goal for this practicum is to include fantasy play as a regularly scheduled part of the learning environment for preschool three and four year olds. There are three specific objectives associated with the accomplishment of this practicum goal. The first objective is to document that 100% of the preschool three and four year olds in the child care center have access to the fantasy play activity center at least twice per week. In order for fantasy play to be considered a regularly scheduled part of the learning environment, the activity center must be documented as being made available to the preschoolers with as much frequency as the other more established activity centers, such as, dramatic play, sand and water play, or woodworking.

The second objective is to have a documented 10% increase in the number of preschool boys actively participating in the fantasy play activity center by the fifth week of the study. An active participant is defined in this practicum as a preschooler who initiates the choice to play in the activity center. The fantasy

center will not replace any pre-existing centers, so a preschoolers options will be enhanced, not reduced.

The third objective is to have the fantasy play curriculum developed for the preschool classroom meet at least 85% of the curriculum checklist criteria as established by the National Academy of Early Childhood Programs. It is important for the fantasy play curriculum to meet these standards so that the new activity center can meet the already accommplished goal of being developmentally appropriate.

The second goal for this practicum is to include Barbie dolls as the fantasy figures utilized in the fantasy play learning environment. This goal came about due to the fact that the corporate sponsor expressed an interest in having us include Barbie in the preschool classroom, and because a review of the literature indicated that fantasy figures help a growing child channel emotions, as well as bolster self-esteem and confidence (Leach, 1994). There are three objectives associated with this goal. One objective is to have at least three fourths of the Barbie dolls used in the fantasy play center be considered multi-cultural in that they represent at least 75% of the ethnic diversity in the preschool classroom population. For operational and measurable puposes, the term multi-cultural is defined by the National Academy of Early Childhood Programs as "...materials and equipment that project heterogeneous racial attributes" (1991, p. 22). The second objective is to have at least 50% of the preschoolers increase their awareness of diversity by at least 25% based on verbal survey scores. The third objective is to have at least 75% of the preschoolers demonstrate a 50% increase in their fantasy play skills as measured by verbal survey and observation scores.

Finally, the third goal for this practicum resulted from the documented results of faculty surveys and a review of the literature. The goal is to reduce the bias against Barbie currently held by the teachers in the child care center described in this practicum. In order for the children to be convinced of Barbie doll's credibility as an important part of their fantasy play learning center, the teachers must first be made aware of her value as an educational tool. Schwartzman and Weiss note that in "caring for her Barbies...your child is practicing the real-life scenarios that she sees around her" (1993, p. 33). In addition, "by making her dolls look and dress beautifully, she not only cares for and admires them but feels beautiful, cared for, and admired herself - a feeling that's important at this stage for a child's self-esteem" (Schwartzman & Weiss, 1993). Keeping this information in mind, there are two objectives associated with this goal. One objective is to have at least three of the five preschool teachers in the child care center demonstrate a 50% increase in the number of positive responses regarding Barbie dolls as an educational tool as measured by a survey of their opinions. The second objective is to have at least three of the five preschool teachers in the child care center demonstrate a 25% increase in the number of positive responses regarding Barbie dolls as culturally diverse dolls appropriate for use in the preschool classroom as measured by a survey of their opinions.

Chapter IV - Solution Strategy

A review of the professional literature indicates agreement that a high quality preschool program should provide a safe and nurturing environment that promotes the physical, social, emotional, and cognitive development of young children while responding to the needs of the families (NAEYC, 1992). The literature also points to the commonly held belief that a major determinant of program quality is the extent to which knowledge of child development is applied in program practices, or the degree to which the program is developmentally appropriate. The National Association for the Education of Young Children defines a developmentally appropriate program to be a program that is both age appropriate and individually appropriate, that is, "the program is designed for the age served and implemented with attention to the needs and differences of the individual children enrolled" (NAEYC, 1992).

Some of the research discussed the dilemma between a developmentally appropriate preschool model and an academically based preschool model. An academic preschool model is defined as a program which represents the traditional content of the school, encompassing reading, writing, arithmetic, and the tendency towards large group demonstration (Kostelnik, 1992). The main disagreements center around questions relating to how children most effectively learn at this age, what is most important for children to learn at this age, and what the repercussions was later in the child's school years if you compare a child enrolled in a developmental program versus an academic program (Greenberg, 1990). " If we expect a young child to master tasks that are meaningless to her as an individual, she has little satisfaction or feeling of self-

worth in doing the chore, even if she succeds" (Greenberg, 1990). Professionals also agree that attainment of high self-esteem is a very important objective for children to learn at this age regardless of the setting they are in (Greenberg, 1990). In response to the question regarding the repercussions in later years on a child having been enrolled in either a developmentally appropriate preschool or an academic preschool, the consensus indicates the differences are not always as clearcut as they may seem because in the real world, we rarely see either the developmentally appropriate or the academic preschool model in its pure form (Greenberg, 1990). However, "teachers in both developmentally appropriate and academic programs need to be good at classroom management, but the former need to be good at guiding the group through participatory democracy, whereas the latter need to be good at managing in a more didactic and dictatorial manner" (Greenberg, 1990).

In a position statement of the the National Association for the Education of Young Children regarding good teaching practices, it is stated that "young children learn by doing" (1990). "The work of Piaget, Montessori, Erikson, and other child development theorists and researchers has demonstrated that learning is a complex process which results from the interaction of children's own thinking and their experiences in the external world" (NAEYC, 1990). Research shows that children acquire knowledge about the physical and social worlds in which they live through playful interaction with objects and people. Research on children's play increasingly reflects the awareness that play is complex and multifaceted (Nourot & Van Hoorn, 1991). In its complex forms, play is characterized by the use of symbols to represent objects, ideas, and situations not present in the immediate time and place (Nourot & Van Hoorn, 1991). Play also provides occasions for children to encounter the perspectives of others and to negotiate important new perspectives on objects, ideas, and

feelings (Greenberg, 1990). Research demonstrates relationships between play and the development of literacy, problem solving, and creativity.

Piaget identified play as central to the development of a child's ability to use symbols (Nourot & Van Hoorn, 1991). Teachers see children using symbols as they build a castle with blocks, as well as when they transform roles and situations in their dramatic play (Nourot & Van Hoorn, 1991). Research indicates that as children develop, they gradually move toward using objects which closely resemble their make-believe ideas (Nourot & Van Hoorn, 1991). Studies recommend that teachers provide both high-realism and low-realism toys for pretend play in classrooms in order to accommodate the full range of developmental stages (Nourot & Van Hoorn, 1991). Research on children's role playing also indicates that as children's representational concepts develop, they are increasingly able to create make-believe roles and situations without the use of props, using more subtle behaviors, such as gestures, language, and intonations to make their transformations to pretend roles (Nourot & Van Hoorn, 1991).

Generally, research indicates that "girls toys", "boys toys", and each sex's themes and topics for play have not changed much in the last 50 years (Nourot & Van Hoorn, 1991). Boys are still more likely to engage in rough-and-tumble play, aggressive themes, and play with vehicles and building materials (DiPietro, 1981). Girls, on the other hand, are more likely to engage in quiet indoor play, more domestic roles and themes, and goal-oriented construction or craft projects (Nourot & Van Hoorn, 1991).

Some studies indicate that children may be more flexible in their gender-stereotyped play, perhaps due to the influence of the feminist movement (Halliday & McNaughton, 1972). The majority of studies agree that cross-gender toys and activities are more commonly observed in girls' play than in boys'.

Abraham and Leiberman compared the play of preschool girls in situations using baby dolls and Barbie dolls (1985). They found that "the Barbie doll play suggested more themes than the baby doll play, which was limited in complexity and often degenerated into aggressive play" (Abraham & Leiberman, 1985). They speculate that "playing roles through the teenage Barbie rather than as the baby's mother offers a wider range of imaginative possibilities in doll play" (Abraham & Leiberman, 1985). Just the possession of a toy considered to be stereotyped does not mean it will be used in stereotypical ways.

Research overwhelmingly suggests the best way to involve preschool children in play is by providing learning centers in the early childhood classroom. These centers are variously called interest centers, activity centers, or learning centers. Most educators prefer to call them learning centers, "for while these centers are designed to appeal to children's interest and to elicit their active involvement, it is in these centers that learning occurs" (York, 1989). York defines a learning center as "a clearly defined area of the classroom containing materials selected by the teacher to facilitate the teaching-learning process in which a small group of children, generally from one to six in number, may work independently (1989). In order to determine what shall be included and what materials shall be placed in each learning center, the teacher must first take into consideration the goals of the program, the number, age, abilities, and interests of the children, and the size and shape of the room (York, 1989). If program goals put a high emphasis on academic skills, then language, mathematics, and science centers will receive top priority. If social skills are of high emphasis, then dramatic play, fantasy play, block play, and projects which require teamwork will have high priority.

Over and above practical considerations such as the size of the classroom and the number of children, "centers should be attractive in the literal sense of the

word; that is, children should be drawn to them both by nature of the materials in the center and by the way they are arranged" (York, 1989). Each center should provide a variety of related materials displayed in a manner which is neither cluttered nor barren (York, 1989). York states that "the materials should provide a range of difficulty from those which are simple enough for the youngest child to use successfully to those complex enough to challenge the most mature" (1989). Through the process of listening, watching, and questioning, the teacher should ascertain what new materials should be added and what materials have grown stale and should be put away. A record-keeping system will be needed to insure that each child has a well-rounded learning experience and progresses at a reasonable rate. It has been shown that when goals and objectives are clearly stated, children's learning is increased (York, 1989).

With the centers having been set up so that they provide activities which are related to the goals of the class, it is important to see that children do not avoid some centers and spend excessive amounts of time in others. Research suggests that teachers can allow either a free choice/rotating model, or assign children to participate in particular centers for specific amounts of time (York, 1989).

For evaluating progress, the research recommends a multiple approach. This consists of checklists of objectives, anecdotal records, and dated samples of children's work. "Gathering and keeping samples of children's work graphically illustrates progress which has been made" (York, 1989). Some researchers further suggest collecting, dating, and storing childrens drawings and written descriptions of their learning center experiences because it helps the child evaluate his own progress and is invaluable in parent conferences (York, 1989).

In regards to the reduction of teacher bias against the use of Barbie doll as an educational tool, in-service trainings that follow a more democratic model offer a

greater chance for a new topic or idea to be accepted than when decisions or programs are imposed (Watkins & Durant, 1987). This model is successful because it encourages teachers to take an active role in the goal setting process, thus increasing the liklihood the goal will be met. This model of cooperation enhances everyone's sense of professionalism, reduces resistance to change, and assures staff acceptance of new ideas (Storm, 1985). With a faculty training plan, especially when the goal is to change an existing opinion or attitude, it is essential to empower the faculty to find their own solutions to the problems set before them and come to conclusions they can be comfortable with.

In order to achieve the goals and objectives stated in this practicum, it will be necessary to focus on five separate areas of the process.

First, it will be necessary to design and implement an in-service preschool faculty training which will focus on the need to include a fantasy play learning center in the preschool classroom. The purpose of the training will be to begin to reduce the teachers bias held against Barbie as documented in the initial staff surveys, and to educate the preschool teachers about fantasy play as it relates to the emotional development of young children. The training will be composed of a review of articles that discuss the need for fantasy play and the use of fantasy figure, such as Barbie, in the preschool classroom. Utilizing the democratic model of faculty training, upon completion of the articles, a round table discussion will be held so the contents of the articles can be thoroughly discussed, and recommendations for the design and implementation of the new fantasy play learning center can be outlined. All of the preschool faculty will be involved in the training. The initial training and development stage will be facilitated by the writer of the practicum. Current work schedules at the child

care center already allow for teachers to have four hours per month of training, so the need for this particular training topic will be easily accommodated.

Second, it will be necessary to create a developmentally appropriate fantasy learning center curriculum. Again, by following the democratic model, the preschool teachers and the writer of the practicum will work cooperatively on this portion of the project to determine what materials, in addition to Barbie dolls, will be needed and how the initial implementation will occur. **The Guide to Program Quality Assessment of Curriculum Management** and **The Guide to Accreditation** curriculum checklist will be used to insure that the curriculum design meets the practicum goal of adhering to at least 85% of the standards that need to be met in order for a curriculum to be considered developmentally appropriate (See Appendix B). An additional checklist section will need to be developed by the preschool faculty and the writer of the practicum in order to accommodated the addition of the new learning center.

Third, it will be necessary to determine where in the classroom the fantasy play learning center will be located, and to purchase the proper equipment and supplies to fill the center. Barbie dolls and accessories will be purchased by the writer of the practicum at a discount offered by the corporate sponsor. Other equipment and materials for the learning center, such as tables, dividers, and storage containers, are already available in the classroom. The specific Barbie dolls to be purchased will be "Dr. Barbie" (Black and White), "Native American Barbie" , "Bride Barbie" (Black and White), "Chinese Barbie", "Diving Barbie", "Glamour Barbie" (Black and White), and "Bicycling Barbie". A Ken doll (Black and White) will be purchased as well in an effort to increase the interest factor of the fantasy play center for the boys in the classroom. These dolls have been selected by using the **Survey of the Preschool Classroom Environment** checklist that suggests the "boy and girl dolls have the skin color,

hairstyles, and facial features of the cultures represented in the classroom in our diverse society" (Bright Horizons, 1992) (See Appendix D).

The design of the fantasy play learning center will follow the suggestions of the literature and be appealing to the preschool children in appearance and interesting in contents.

Fourth, a survey will be created and implemented for the purpose of asking the preschool children about the concept of diversity. The book, **Valuing Diversity: The Primary Years**, by Janet Brown McCracken will be used to develop this survey of questions. This survey will be used again at the end of the ten-week implementation time to measure whether the preschoolers met the objective of increasing their awareness of diversity. This survey will be developed by the writer of the practicum and implemented by the preschool teachers. The purpose of having the preschool teachers administer this survey rather than the writer is to ensure that the preschool children are comfortable and familiar with the person asking the questions. The writer of the practicum does not regularly participate in the classroom activities, however, she is aquainted with the children and is highly visible in the classroom environment, so her presence in the classroom will not be a complete surprise to the children.

In addition to a survey about diversity, a child observation format will be designed and implemented to measure the preschoolers increased skill levels in the fantasy play center. The survey will be administered when the learning center is first opened and again at the ten-week mark. Open-ended questions will be developed based on **The Guide to Accreditation** curriculum checklist. Obsevations will be done on a continuing basis. Observations will monitor styles of play, descriptions of fantasy play scenarios, and the verbal interactions between the children. The observations will be done by both the writer of the practicum and the teachers in the preschool classroom. The writer and the

teachers are already well versed in how to conduct a child observation as this is a part of the program's regularly scheduled faculty development workshop. Finally, a second faculty survey will be constructed and implemented by the writer of the practicum which will again focus on questions that pertain to the use of Barbie dolls as educational tools and her cultural diversity. This survey will be used as a means to compare opinions held before the training and implementation of the fantasy play learning center with those held after the training and implementation of the fantasy play learning center.

During the fifth week of the ten-week implementation plan, a meeting of the preschool faculty will be scheduled by the writer of the practicum in order to review and possibly re-evaluate the progress of the fantasy play learning center. Written observations will be reviewed and any changes that need to be made, or any additions that are suggested to improve the quality of the fantasy learning center, will be discussed and acted upon. A round table discussion and an the evaluation checklists used in the initial curriculum development meeting will be used to ensure that the original goals and objectives are being met to the best of our abilities. While curriculum and program evaluations take place on a regular basis in the child care center described in this practicum, a program evaluation will only take place at the five-week mark so that for the purposes of later discussion, flaws in the design and implementation of the fantasy learning center can be identified, analyzed, and reported with suggestions for future changes.

The ten-week calendar plan for the implementation of the activites is organized into nine tasks. Please note that several of the tasks described will overlap during the implementation period.

Task 1 - Design and implement an in-service training for the preschool faculty.

Time Required - Week one

Steps Involved in the Activity - a) Outline the purpose of the practicum, b) Prepare reading packets for the preschool faculty to read, c) Distribute the reading packets, d) Schedule the round table discussion, e) Hold the round table discussion, f) Develop a plan for the implementation of the fantasy play center.

Responsible Person - The writer of the practicum will be totally responsible for completing the first task.

Task 2 - Create a developmentally appropriate fantasy play learning center curriculum.

Time Required - Week two

Steps Involved in the Activity - a) Put evaluation checklists together, b) Complete the checklists and begin to develop a checklist that specifically pertains to fantasy play using the other learning centers as models, c) Complete a weekly plan for the learning center using known developmentally appropriate practices.

Responsible Person(s) - The writer of the practicum and the preschool faculty.

Task 3 - Setting up the fantasy play learning center.

Time Required - Week three

Steps Involved in the Activity - a) Determine where the fantasy play learning center will be located in the classroom, b) Purchase the necessary materials, c) Create the environment.

Responsible Person(s) - The writer of the practicum and the preschool faculty.

Task 4 - Create and implement a survey for the preschool children that will target the concept of diversity.

Time Required - Week three

Steps Involved in the Activity - a) Develop the survey questions, b) Verbally survey the preschool children, c) Collect and record the data.

Responsible Person (s) - The writer of the practicum and the preschool faculty.

Task 5 - Conduct classroom observations of the preschool children during learning center play time.

Time Required - Week four through nine

Steps Involved in the Activity - a) Develop the observation form, b) Record the observations in writing, c) Collect the data.

Responsible Person(s) - The writer of the practicum and the preschool faculty.

Task 6 - Hold the fifth week review and re-evaluate the fantasy play learning center.

Time Required - Week five

Steps Involved in the Activity - a) Schedule and hold the meeting with the preschool faculty, b) Review curriculum checklist, c) Determine if the goals are being met, d) Make any changes necessary.

Responsible Person(s) - The writer of the practicum and the preschool faculty.

Task 7 - Develop and implement the faculty surveys regarding Barbie doll as an educational tool and her ability to be culturally diverse.

Time Required - Week 10

Steps Involved in the Activity - a) Design the survey, b) Administer the survey, c) Collect the data, d) Analyze the data by comparing the results to the results of the initial faculty survey in order to measure the percentage of change.

Responsible Person - The writer of the practicum.

Task 8 - Survey the preschool children regarding their understanding of diversity.

Time Required - Week 10

Steps Involved in the Activity - a) Use the same survey previously administered to the preschool children during week three, b) Collect the data, c) Compare the results to the results of the initial survey in order to measure the percentage of change.

Responsible Person - The writer of the practicum.

Task 9 - Gather all of the classroom observations.

Time Required - Week 10

Steps Involved in the Activity - a) Collect the data, b) Record the changes - increases or decreases in fantasy play, types of play, and fantasy play scenarios, c) Analyze the data by indicating the percentage of changes that occurred as the weeks progressed.

Responsible Person - The writer of the practicum.

Chapter V - Action Taken And Results

Report Of Action Taken

The ten week implementation phase of the practicum began with an in-service training for the preschool faculty. The purpose of this in-service training was to provide the faculty with an overview of the practicum process, discuss the possibility of including scheduled fantasy play into the preschool classroom, and develop a plan to implement the fantasy play into the preschool classroom. In order to preserve the integrity of the implementation phase, discussions with preschool faculty pertaining to practicum goals and objectives were avoided. The preschool faculty were presented with reading packets and instructed to review the packet and prepare for a round-table discussion. The packets contained the following articles: **Santa, Barbie, and the Tooth Fairy** - Michael Schwartzman and Lisa Weiss, **Symbolic Play in Preschool and Primary Settings** - Patricia Monighan Nourot and Judith L. Van Hoorn, **Don't Hurry Learning** - Penelope Leach, **Helping Children Respect Differences** - Francis Wardle, **The Power of Play** - Buff Bradley, and **Learning Through Play** - Lisa Feeney. These articles, selected by the writer of the practicum, were chosen based on their thorough discussion and analysis of the importance of play, diversity, and fantasy in early childhood education. The importance of play and diversity were already well understood and readily practiced concepts in the classroom, but the topic of fantasy play and the use of fantasy figures in the classroom was an idea new to most. The articles were meant to reinforce known practices and stimulate curiosity by stirring up interest to the implications and possibilities of introducing fantasy play into the classroom.

As the director of the child development program, it is a common practice for the writer to bring together groups of teachers for the purpose of discussing new ideas in child care/development philosophy. A lunch time round-table discussion was scheduled, giving the faculty two days to review the reading packets. Faculty meetings are often held during lunch time for the following reasons: 1) faculty select this time frame, 2) the relaxed, lunch time atmosphere is more conducive to communication than a more formalized setting, and 3) when food is made available and faculty are relaxed, inhibitions tend to be lessened thus leading to true discussion and full participation. As a side note, the writer found it imperative to not only introduce the concept of fantasy play into the preschool classroom, but to introduce the material with the same consistency as other information has been presented to the faculty.

All six members of the preschool faculty were present during the initial round-table discussion. All of the preschool faculty had reviewed the articles. A formal agenda was not developed because meetings of this nature are typically free flowing with the writer acting as facilitator. Discussion quickly centered on the notion of whether fantasy play had any place in the preschool classroom. The faculty understood and agreed that fantasy play had value as a tool to promote emotional growth, but were hesitant to have this kind of play in the classroom. The faculty of the three year olds were particularly negative. These teachers felt the three year old preschool environment was one in which themes, goals, and play centers were carefully developed with specific achievements in mind, and the inclusion of fantasy play would be a "loose end" with no clear direction for the children. If the fantasy play was controlled or formalized, it may not be interesting to the children. In addition, the three year old faculty felt that by developing a fantasy play center, the play patterns would be too contrived, thus defeating the purpose of fantasy play and leading to little emotional growth.

When the group further explored the concept of what a young child needs to support emotional growth in a preschool environment, the following suggestions were made: 1) freedom to create and imagine, 2) self-confidence in ability, 3) freedom to explore and try new things, and 4) positive reinforcement from peers and teachers. The faculty of the three year old's felt that at this time, their classroom was too task oriented to accommodate fantasy play. They noted that their curriculum was geared for the specific needs of the children they were caring for, and while they hoped to have a group of children more conducive to a relaxed classroom atmoshere, the population they were serving now required more order, structure, and motor skill development. The writer, respectful of her teaching staff, decided to excuse the three year old faculty from the discussion and turned her attention to the four year old faculty who felt that fantasy play could be included in their preschool environment. Once again, it is common practice for faculty to manage their own classroom development and to determine what will and what will not work for their children at any given time. The implementation phase of the practicum was altered at this time to eliminate the three year old preschool classroom and concentrate on implementation soley in the four year old classroom. A second round-table discussion was scheduled with the four year old faculty.

The four year old classroom consists of 20 children ages 3.7 to 5.0 years. The faculty is made up of three teachers, one male and two female. Two teachers have bachelors degrees in early childhood education, and one teacher is in the process of completing her degree. The classroom curriculum is emergent. Themes are discussed with the children and projects are determined based on the children's interests. The atmoshere is less structured than the three year old classroom, but traditional center play is evident. A daily schedule is posted, but it is rarely followed, with the exception of mealtime and napping.

During the second round-table discussion, conversation focused much more intensely on the purpose of fantasy play and the inclusion of fantasy figures. The writer briefed the faculty that the corporate sponsor was interested in having us integrate Barbie dolls into the preschool classroom and that the basis for this practicum was to experiment with the possibilities and to determine whether the use of Barbie dolls in the preschool classroom was appropriate or not. The faculty eagerly agreed to participate and discussion turned to planning an appropriate means to introduce the dolls. The group decided that developing an actual play center filled with Barbie dolls would appear too commercial, but if the dolls could be integrated into all of the play centers that already existed, the possibilities for the children would be endless. It was decided by the group that the following Barbie dolls would be selected for classroom use: Chinese Barbie, Native American Barbie, Kenya Barbie, Italian Barbie, Bride Barbie (Black and White), My First Barbie (Black and White), Glamour Barbie (Black and White), and Ken (Black and White). These Barbie dolls were selected because the children were participating in an "Around The World" curriculum focus in which the children were pretending to travel to different countries and discovering the flavors of the various culture. The faculty determined that it would be a natural move to include the International Barbie doll series at this time. The other Barbie dolls were selected to simply promote fantasy play and would be made available to the children as an additional prop during regularly scheduled center play.

The Barbie dolls were purchased through the corporate sponsor with a purchase order. The actual purchase price was not made available to the writer. The faculty wanted to have the Doctor Barbie doll present in the classroom, but she was not available for purchase at the time of implementation.

Additional changes were made to the implementation phase of the practicum. Due to the fact that the faculty decided not to develop a formalized fantasy play center, and determined they would instead introduce the dolls as a part of a curriculum theme, a fantasy play checklist was not developed. However, written observations were recorded at every phase of the implementation. A formalized fantasy play learning center curriculum was dropped from the implementation phase. As a result, the use of the Barbie dolls was written into the "Around The World" curriculum, and the dolls were made available during regular play times. Every attempt was made by the faculty to integrate the dolls with as little awkwardness or commercialism as possible. The objective of the faculty was to intergrate the Barbie dolls with the intent of initiating a fantasy play element into the preschool environment, providing an additional tool for the preschoolers to experiment with, and to use the Barbie dolls as a means of expanding on the topic of cultural diversity. (Appendix E).

The next step in the implementation phase of the practicum was to design and conduct a survey that would measure the preschoolers understanding of cultural diversity. The group determined that they would question the children in small groups prior to the beginning of the "Around The World" curriculum, and prior to any Barbie dolls being brought into the classroom. The preschoolers were asked if they knew what the word diversity meant. Eighteen of the twenty children did not have any knowledge base to define the word. Two of the children were able to respond that the word meant different. When asked what made people different, the following answers were recorded: 1) if they were a girl or a boy, 2) where they lived, 3) where they went shopping, 4) how much money they had, 5) what color they were, 6) where they went to church, and 7) if they had a mommy and/or a daddy. It could be concluded that the concept of

diversity was not a readily available, or workable idea in the minds of this particular group of preschoolers.

The Barbie dolls were introduced into the classroom. Each teacher kept a notebook of observations, and it was agreed that the dolls would be available for the children to play with at least twice per week. Faculty were instructed to observe and record play patterns, conversations, Barbie doll choices, and areas in the classroom that appeared to be more comfortable for fantasy play. At this point in the implementation phase, faculty were instructed to give children initial cues as to how to go about playing with the dolls, but were asked to lessen the direction as time went on. It was agreed that fantasy play should be self-motivated, but the faculty first needed to create the kind of environment that would encourage fantasy play. The Barbie dolls were introduced as being fun, having no rules or guidelines, could go anywhere in the room, and were stored in a brightly painted box. The message to the children was discover and see what you can do.

During week five, the writer reviewed the implementation phase by reading the faculty observations, including herself in some of the fantasy play activity, and casually talking with the faculty. The faculty requested more Barbie accessories such as clothes, shoes, and hats. These items were purchased through the corporate sponsor with a purchase order. The writer concluded that the initial practicum goals and objectives were being met and that no major changes to the implementation phase needed to occur.

The faculty continued to collect data based on the childrens play patterns through week ten. During the final week of the implementation phase, the writer constructed and conducted a written post-survey for the faculty asking questions that pertained to the educational appropriateness of the Barbie doll in the classroom, the cultural diversity of the dolls, and whether the teachers would

chose to continue to have the dolls in their classroom (Appendix F). The results were collected. In addition, during the final week of the implementation phase, the writer had the faculty survey the preschoolers regarding the concept of cultural diversity. The faculty asked the children question in the same format they had originally questioned the children prior to the implementation phase beginning. The responses were recorded by the faculty. Finally, at the end of the ten week implementation phase, the writer collected the observation journals from the faculty.

Results Of The Ten Week Implementation

The results of the ten week implementation phase of the practicum will be presented in three sections. The first section will discuss the findings of the preschool faculty based on the recorded observations of the preschool children. The second section will discuss the results of the faculty and the child post surveys. Finally, the discussion will focus on the results as they relate to the overall goals and objectives of the practicum proposal.

The preschool four year olds were described as being excited and very eager to have Barbie dolls as a part of their classroom. Seen in conjunction with the "Around The World" curriculum, the Barbie dolls were recognized as being from different places based on their costumes and the color of their skin. When the children were asked where they thought a particular doll came from, the most easily identified were Chinese Barbie and Kenya Barbie. Children described the Native American Barbie as not being from anywhere, but rather a doll that was ready for Halloween. All of the White Barbie dolls were described as being from America and all the Black Barbie dolls were described as being from Africa.

It was documented that the Kenya Barbie doll came without shoes and that this detail bothered the children immensely. The children requested that the teacher immediately find shoes for the doll. It was explained to the children that the Kenya Barbie was dressed in a ceremonial costume that did not require her to wear shoes. The children decided that it was pretty neat that she could go barefoot. The teacher allowed all the children to remove their shoes and go barefoot for the remainder of the morning. The faculty concluded that the concept of cultural diversity was a difficult one for the children to grasp. The children were able to identify some cultures by the way the doll was dressed, but on the whole, the corrolation was vague. The faculty suggested that more resources be made available to the classroom so that culture differences can be explored more thoroughly. Resources requested were maps, globes, picture books, and more multi-cultural props such as musical instruments, foods, and ceremonial items.

The recording of play patterns was quite interesting. Typical, recurring play patterns included, but were not limited to weddings, camping, family themes, taking trips, and going to work. One recorded faculty observation described a scenario in which the children were preparing for a wedding. The block area was going to be the site of the church and the dramatic play/housekeeping area was the site of the reception. Eleven of the twenty children were involved in this scenario. The childrens conversation centered around which Barbie dolls could marry each other and which ones could not. The children concluded the following: 1) White Barbie can marry White Ken, 2) White Barbie cannot marry Black Barbie because girls cannot get married to each other, 3) White Ken can marry Black Ken because some of the children had heard about boys marrying boys, 4) White Ken could marry Black Barbie, 5) Black Ken could not marry White Barbie, 6) Black Barbie could marry Black Ken, 7) Chinese Barbie can

marry either Ken, 8) Native American Barbie can marry either Ken, 9) Italian Barbie can marry either Ken. These marital combinations are very reflective of the families in our program. Children are obviously more comfortable with what they are familiar with.

In regards to any differences between how the genders played with Barbie dolls, the following observations were recorded by the preschool faculty: the boys were far more interested in playing with the Barbie dolls than were the girls: A possible explanation for this may be that the girls were more familiar with this kind of play, while the boys were unskilled in their experience with dolls. For the boys, this appeared to be an entire new way of playing. The girls would appear bored with the dolls after awhile of playing, while the boys interest seemed to intensify over time. The boys play patterns were very gentle. They were often recorded changing clothes, caring for Barbie's hair, and participating in family oriented play patterns such as house, work, and shopping. The boys were more comfortable taking Barbie to other play centers and creating different scenarios, whereas the girls tended to play with Barbie in either the dramatic play/housekeeping area, or in the middle of the room on the carpet. As a whole, the children often incorporated movie themes into their play patterns. Movie themes commonly used were The *Flintstones* and *Aladdin*. In addition, the boys were more comfortable in dressing Barbie in Ken's clothes and visa versa, whereas the girls appeared uncomfortable with this play.

Another interesting play pattern observed was how the children's tone of voice changed with differing play patterns. The boys tended to raise or lower the tones of their voices as dictated by the play scenarios, or doll genders. Conversely, the girls tended to have all the dolls speak in high voice tones. The girls often complained that their was not an equal number of Ken dolls to match

with the Barbie dolls, while the boys pretended that the Barbie's were Ken's when necessary.

The girls had a tendency to play more aggressively with the Barbie dolls. One child's Barbie always had to be more beautiful, smarter, or have longer hair than another child's Barbie. The girls reportedly enjoyed playing Barbie Dolls with the boys. However, the play scenario was usually directed by the girls with the boys being told what dolls they would play with, what roles they would take on, and at what point the play would end. In most cases, the boys eagerly accepted the guidance and went right along with the direction.

The results of the faculty and child post-study surveys support the observations made of the children's play patterns. The faculty did not feel that the children had any real understanding of cultural diversity. While a dolls costume was an important factor for determining the culture of the doll, consistency in response failed to occur. The children could tell the faculty that dolls were different, but different was defined more in terms of good or bad rather than in terms of specific cultural characteristics.

The greatest change came when the faculty were asked in the post-study survey if they thought that the Barbie dolls could be used as an educational tool. All of the faculty involved in the practicum replied with a resounding "Yes".

The faculty went on to explain the dolls allowed the children an avenue for individual exploration in a way the faculty had never seen before. Many children played with the dolls as if the dolls could speak on their behalf. Some of the less aggressive children used the Barbie dolls to ask for items they wanted from other children. Another observation reported that the children who tended to play alone used the Barbie dolls to comfortably join a group of children playing with the same dolls. Faculty also noted that educational appropriateness was

evident as children fine-tuned motor skills and eye/hand coordination as they dressed and undressed the dolls. In addition, the play patterns encouraged socialization skills such as sharing, communication, and problem solving. Interestingly enough, many parents of these four year olds commented that their children discussed with them how they had Barbie dolls in the classroom and how the children would often go into intensive detail as to how they played with the dolls that day. One parent of a four year old boy commented that her son drove her crazy until she promised to buy him a Barbie doll. The parent went on to explain that she felt this new kind of play pattern was good for her son. She was so used to him playing aggressively with action figures that the gentleness she observed while he played with his Barbie doll was great.

When the faculty were asked if they thought that fantasy play and the use of Barbie dolls as fantasy figures became an important part of the preschool classroom structure, all three faculty agreed that the play brought a new dimension to the classroom that had not been there before. One teacher commented when the dolls were offered as a choice, many of the children chose to engage in this form of fantasy play. She went on to say that the play became important for the boys in the classroom and in many ways, the Barbie dolls were not just a new toy, but an entire new way of playing.

The faculty were surprised at how well Barbie dolls fit into their classroom environment and were even more surprised at how their own attitudes toward Barbie dolls had changed during the ten week implementation. All three teachers requested that the Barbie dolls be kept in their classroom on a permanent basis.

The following conclusions can be made based on a comparison of the ten week implementation phase results as they relate to the overall goals and objectives of the practicum proposal:

Goal #1: Include fantasy play as a regularly scheduled part of the learning environment for preschool three and four year olds.

Result: Fantasy play became a regularly scheduled part of the four year olds preschool learning environment, but failed to become a part of the three year olds preschool learning environment.

Objective #1: 100% of the preschool three and four year olds in the center will have access to the fantasy play activity center at least twice per week.

Result: 100% of the four year olds had access to fantasy play on an average of three times per week. A formal fantasy play activity center was not developed because that kind of center was determined to be too commercial and too limiting of fantasy play opportunity.

Objective #2: 10% increase in the number of preschool boys actively participating in fantasy play by the fifth week of the implementation phase.

Result: 80% of the preschool boys actively participated in fantasy play by the fifth week of the implementation plan and the number remained consistent throughout the entire ten week study. The preschool boys were most affected by the addition of the Barbie dolls into the preschool classroom.

Objective #3: The fantasy play curriculum will meet at least 85% of the standards for curriculum set forth by the National Association for the Education of Young Children.

Result: A formalized curriculum dedicated soley to fantasy play did not happen because it was decided to immerse fantasy play into the current classroom curriculum plan. However, this objective was still met because during the proposal phase of the practicum it was determined that the current curriculum met or exceeded NAEYC standards. The addition of fantasy play only added more strength to an already robust and developmentally appropriate curriculum.

Goal #2: Include Barbie dolls as the fantasy play figures utilized in the fantasy play learning environment.

Result: Barbie dolls and Ken dolls were included as the sole fantasy play figures utilized in the fantasy play learning environment.

Objective #1: At least 3/4 of the Barbie dolls used in fantasy play will be considered multi-cultural in that they will represent at least 75% of the ethnic diversity in the preschool population.

Result: All twelve Barbie dolls were selected with the cultural diversity of the preschool classroom in mind. Two children of Hispanic background were not represented because dolls of this culture are not manufactured. A request was made by the writer to the design group to develop a Hispanic Barbie doll.

Objective #2: At least 50% of the preschoolers increase their awareness of cultural diversity by at least 25% based on verbal survey scores.

Results: The implementation plan failed to meet this objective. The children did not have a better, or more concise, definition of cultural diversity during any time of the implementation plan. Whether this failure could be attributed to a developmental inability, or an error in the practicum will be discussed in the next chapter.

Objective #3: At least 75% of the preschoolers demonstrate a 50% increase in their fantasy play skills as measured by verbal surveys and observations.

Result: The childrens skill levels increased remarkably over the ten week implementation phase. Play patterns were documented as becoming more complex and lasting longer periods of time as the implementation phase progressed. Children became more comfortable taking the Barbie dolls to different areas in the classrooms and creating complicated and intense play scenarios.

Goal #3: Reduce the bias against Barbie dolls that is held by the teachers in the center.

Result: The three preschool teachers directly involved in the practicum readily agreed their attitudes toward the inclusion of Barbie dolls in the classroom and her effectiveness as an educational tool changed from the first survey.

Objective #1: At least three of the six preschool teachers in the child care center demonstrate a 50% increase in the number of positive responses regarding Barbie dolls as an educational tool.

Result: This objective was met because three of the six teachers agreed that Barbie dolls could be used as appropriate educational tools. In addition, two of the three teachers who were excused from the study have requested to use Barbie dolls in their classroom as a tool for developing fine-motor skills (the dressing and undressing of the dolls).

Objective #2: At least three of the six preschool teachers in the child care center demonstrate a 25% increase in the number of positive responses regarding Barbie dolls as culturally diverse dolls appropriate for use in the preschool classroom.

Result: This goal was not met. While the international Barbie doll series was integrated into the classroom, the children were not able to consistently recognize where they came from. Children tended to categorize differences as Black or White, or good or bad. A recommendation was made to the corporate design group to add a Hispanic Barbie doll to the collection. The failure to meet this goal may be attributed to error in procedure, or a development inability to grasp this concept as a four year old.

Chapter VI - Conclusions and Recommendations

"Children's interactions provide a fruitful ground for symbolic construction, which derives in large part from cognitive abilities and from the forms in which they are manifested." (Malaguzzi, 1993) To create an environment that allows for children to discover their full potential, to include materials that incite question and wonder, and to provide an atmosphere of confidence is the best we can do for our children. The process of this practicum was invaluable in that attitudes changed, new ideas were accepted, and growth occurred.

The reporting of the outcomes and the determination that, in practice, a majority of the proposal goals and objectives were met truly became the least important part of this practicum report. It is often not the end results, but the jouney that leads to real learning, and this practicum has taught us, a faculty that cares for children, a tremendous amount. The final section of this practicum will be a discussion of the practicum outcomes, the implications of these outcomes, the effect of these outcomes on the preschool program, and recommendations for future projects.

The outcomes of the ten week implementation were exciting. The children were eager to embrace the Barbie dolls and welcomed them into their classroom. The practicum proposal suggested that a fantasy play learning center be created as a means to introduce the dolls into the classroom, but that idea was soon abandoned when discussion fell to the notion that fantasy play had to be real and uninhibited. The faculty felt that presenting Barbie dolls in a designated area would limit the ways the children could play. Fantasy had to be mobilized. The children had to have the sense that they could do anything with the dolls,

and that the only limitation would be the extent of their own imaginations. To say that the faculty "got into this" project is an understatement. The metamorphasis from traditional preschool to experimental laboratory became clear. The faculty looked at ways in which they were limiting the children's creativity in other areas. Barriers between play/learning centers were removed. Tables were pushed against the wall so that children could choose to work in a group or alone. Art supplies were taken out of the cupboard and left on a table so that children could have continuous choice. The teachers took on the role of facilitator rather than leader. Time limits were removed. Projects and play times were allowed to last as long as the children determined. Children were treated as if they were strong, capable and competent. In turn, the faculty became energized and eager to constantly bring new challenges into the classroom. By including Barbie dolls, the faculty realized traditional educational tools do not always promote learning. Barbie dolls opened the door, so to speak, to new learning. Not only could the children play with her, change her clothes, and create scenarios for the dolls to act in, but the faculty could observe the behaviors and learn more about the children in their care. Learning became a two-way exchange. Earlier in the report, the teachers had determined that emotional growth could flourish if children were given an environment conducive to the freedom to create, self-confidence, freedom to explore, and positive reinforcement. By bringing down the barriers of traditional preschool and taking a chance with the children by letting them create play for themselves, the teachers assisted in the development of emotional growth for all of the preschoolers. Even those children who lost interest after the novelty of the dolls faded attained some level of emotional growth in that they had the confidence to chose to play with something else, they were allowed to create play that met their needs without fear of negative peer pressure or an attitude of

disappointment from the teacher. Evidence of emotional growth was also evident in the heightened level of interaction that the children participated in. Loris Malaguzzi notes in his article, **Reggio Emilia - For an Education Based on Relationships**, that " ...interaction produces rediscovery of peers, heightened awareness of similarities and differences among people, and the aquisition of new curiosities, knowledge, and symbolic awareness." (1993). He went on to say that " interaction minimizes negative results or, at least, provides children and adults with many possibilities to adjust and learn." (Malaguzzi, 1993).

In regards to whether or not the inclusion of Barbie dolls increased or decreased preschoolers awareness of cultural diversity, or at least could be used as a tool to bring about awareness of cultural diversity, offers some disscussion. The proposal goal should not have been to have the children attain some level of understanding of cultural diversity, but rather should have been to note whether children discussed similarities and differences during their interactions. The scenario of the children discussing the organization of the wedding party, and the subsequent discussion that occurred regarding which dolls could marry each other was a prime example of where four year olds should be when it comes to the topic of cultural diversity. Developmentally, four year olds should no more than recognize similarities and differences, and carry on discussions with their peers based on what they know. Teachers should not be teaching diversity. Teachers should be observing the children, documenting their conversations, and offering into their play patterns items and materials that promote further discussion (Bredekamp, 1993).

By far the most interesting result of this implementation was the intensity in which the boys played with the Barbie dolls. A possible explanation for this could be that Barbie dolls are very familiar to girls, especially the girls in this

environment, and that Barbie was not a typical play item for the boys. Here was their chance to play with something new, couple that with an environment conducive to experimentation, the possibilities became endless. It was interesting to note the boys felt less inhibited to take the dolls to other play centers, change tones of voice, and allow the dolls to be whatever gender their play scenarios required. Do we somehow teach our boys to play differently than girls, or were the girls so used to playing with Barbie dolls in their homes that her presence in the classroom was just not as exciting as the boys seemed to think it was? Since the end of the ten week implementation, the Barbie dolls have been removed from the classroom pending the completion of the practicum. The faculty have reported that many of the boys have requested the Barbie dolls be brought back into the classroom, fewer of the girls have made the same request. It was a disappointment that the three year old faculty lacked a comfort level that would allow the use of Barbie dolls in their classroom. The notion of a classroom based on freedom and experimentation, however, is not for everyone, and the faculty did make their decision based on their knowledge of their children's needs. Since this study has ended, the three year old faculty has requested to use Barbie dolls as a means to help with the development of fine motor skills. The faculty feels that the dressing and undressing of the dolls could prove to be a valuable tool for the children. It's a start.

On another level, a business level, we have met the needs of the corporate sponsor by creating a high-quality environment for children and including their number one product in our program. Beyond this however, the successful inclusion of Barbie dolls in a developmentally appropriate preschool classroom challenges educators to bring the unusual, or the unthinkable, to the attention of children. Programs often present children with typical, basic, and boring materials because they are safe. Safe can be defined as non-disruptive, having

a known outcome, and promoting pre-planned play. Safe often can be equated with dull, and dull leads to a lack of learning. Optimal learning is risky. Teachers need to avoid identifying themselves with their classrooms or their experiences, but rather work towards identifying themselves with their children. Teachers do not need to have all the answers, they simply need to have the resources available to help guide the children find the answers on their own. The Barbie doll study could have ended here. The goals and objectives were achieved, and the corporate sponsor was pleased. However, the inclusion of Barbie dolls transformed the way an entire classroom operated. Not only will Barbie dolls remain a regular tool for the children to manipulate, but the children have gained an interest in how dolls are made and have requested to be given the opportunity to make their own dolls. Resourse books, field trips to the design center on the corporate property, and lists of needed items are already being collected and developed as the writer of this practicum completes this report. A partnership between teacher and child has been made. The classroom is energized, comfortable, and screams out that incredible learning is happening.

The writer of this practicum will continue to encourage her faculty to experiment in the classroom. Workshops will be created to expose other child development professionals to the possibilities of fantasy play, fantasy figures, and the importance of observation of children. Every faculty member in the child care center has been given a notebook and is encouraged to take 15 minutes a day to watch and learn from the children in their care. This practicum was successful because the faculty involved took their cues from the children. The children's abilities were respected. The faculty envisioned the role as a source to simply offer more options. Preschool faculty are being encouraged to try new things.

In the same way we offer an environment to children that promotes emotional growth, so too must that same environment be created for the faculty. Freedom to try, freedom to create, positive reinforcement, and self-confidence produce the same results in adults.

Faculty who are treated as strong, confident, and competent beings will be less inhibited and feel more secure. They will be more likely to accept challenges and take risks, risks which will eventually lead to exciting new adventures for children.

The schools of Reggio Emilia, Italy, support the kinds of changes that have occurred in the preschool environment since the beginning of the ten week implementation. Fundamentally, the principles of the Reggio Emilia schools are congruent with the principles of developmentally appropriate practice as described by NAEYC (Bredekamp, 1993). At the same time, however, the educators in Reggio Emilia have gone beyond developmentally appropriate, especially in "their emphasis on the social construction of knowledge and their articulation of the teacher's role as co-constructor with children and documentor of the learning process" (Bredekamp, 1993, pg. 13). At the core of the Reggio Emilia philosophy is the image of the child as competent (Bredekamp, 1993). Reggio educators "believe that the quality of their schools results in large part from this image of a competent child who has rights, especially the right to outstanding care and education, rather than only needs" (Bredekamp, 1993, pg.13). Viewing children as needy permits adults to do the very least for them, while recognizing children as competent requires teachers provide children with the best environments and experiences possible (Bredekamp, 1993). In addition, the approach of Reggio Emilia supports fantasy play in a preschool

environment. Loris Malaguzzi, founder and former director of the Department of Early Education, Reggio Emilia, Italy, notes:

> We should not forget the relevant role of make-believe play. This type of symbolic play is pervasive in young children's experience and has an important role in the social development of intelligence, development of the skills needed for reciprocity among children, the potential for children to persist in activity and conversation together, and development of the ability to create symbols. (1993)

In many ways, this practicum ended up not being about Barbie dolls at all. The end results met the requirement, but the journey brought many new questions to light. A new way of teaching children was adopted. New relationships, or partnerships with children were developed. Risks were taken. In the spirit of Reggio Emilia, the questions that have, and will continue to arise, do not necessarily have to have immediate answers. The questions must be viewed as journeys unto themselves, and the journey is what true growth and learning is truly all about (Malaguzzi, 1993).

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APPPENDIX A

Sample Faculty Survey and Results

Survey For Practicum Research
Nova University Masters Program
in Lifespan Care and Administration

1. What is your position in this child development program?

2. Do you feel your classroom is developmentally appropriate?

3. Were Barbie dolls made available to you or your siblings when you were younger?

4. Did you enjoy playing with Barbie as a child? If not, why?

5. Which particular kind of Barbie did you choose to play with as a child?

6. When you played with Barbie, what was the usual pattern of play? (ie. wedding, house) Please briefly the senario?

7. Do you feel Barbie is culturally diverse?

8. Do you fell Barbie could be used as an educational tool? Why, or why not?

9. As an educational tool, how do you think preschoolers would identify with her?

10. Please list three adjectives that you think best describe Barbie's place in our society.

Survey Results - Faculty

Twenty surveys passed out
Twenty surveys returned

1. Lead Teachers - 6
   Teachers - 12
   Assiatant Teachers - 2

2. Yes - 20
   No - 0

3. Yes - 15
   No - 5

4. Yes - 14
   No - 5
   Undecided - 1

5. Malibu Barbie - 1
   Camping Barbie - 1
   White Barbie - 1
   The original Barbie - 2
   All kinds - 3
   Skipper - 1
   No response - 11

6. Dress-up - 15
   Wedding - 3
   No response - 2

7. Yes - 7
   No - 12
   Undecided - 1

8. Yes - 6
   No - 14

9. Depends on the child - 2
   As an equal - 1
   Fun - 3
   Pretend and fantasy - 10
   No response - 4

10. Rich - 18
    White - 5
    Perfect - 17
    Sexist - 2
    Bimbo - 1
    Opportunist - 1
    Beautiful People - 1
    No response - 5

APPPENDIX B

Sample of Curriculum Checklists

B. Curriculum *continued*

CRITERION	RATING (Not met / Partially met / Fully met)	COMMENTS
B-5d. Developmentally appropriate materials and equipment are available for *preschoolers*. ☐ Active play equipment for climbing and balancing. ☐ Unit blocks and accessories. ☐ Puzzles, manipulative toys. ☐ Picture books and records, musical instruments. ☐ Art materials such as finger and tempera paints, crayons, scissors, paste. ☐ Dramatic play materials such as dolls, dress-up clothes and props, child-sized furniture, puppets. ☐ Sand and water toys.	1 / 2 / [X] 3 ☐ Not applicable	Research will show that the use of Barbie dolls will be developmentally appropriate Barbie dolls are currently not being used.
B-5e. Developmentally appropriate materials and equipment are available for *school-agers*. ☐ Active play equipment and materials such as bats and balls for organized games. ☐ Construction materials for woodworking, blocks. ☐ Materials for hobby and art projects, science projects. ☐ Materials for dramatics, cooking. ☐ Books, records, musical instruments. ☐ Board and card games.	1 / 2 / [X] 3 ☐ Not applicable	

B. Curriculum *continued*

CRITERION

B-7. Staff provide a variety of developmentally appropriate hands-on activities for children to achieve the following goals:
(Rate each goal separately considering the examples related to the age group being observed.)

RATING

Not met	Partially met	Fully met
1	2	X

COMMENTS

B-7a. Foster positive self-concept.

For example:

Infants/younger toddlers

Hold, pat, and touch babies for comfort and stimulation.

Talk and sing to babies.

Imitate each baby's actions and sounds.

Play mirror games, label facial features and body parts.

Allow infants to feed themselves when ready.

Encourage and support each baby's developmental achievements such as pulling up self.

Older toddlers/preschoolers

Allow time for children to talk about what they see, do, and like.

Use children's names frequently in songs, games.

Display children's work and photos of children.

Encourage children to draw pictures, tell stories about self and family.

School-agers

Provide opportunities to express growing independence/self-reliance such as the ability to make choices, initiate own activities.

Allow opportunities to work or play alone.

B-7b. Develop social skills.

1	2	X

For example:

Infants/younger toddlers

Hold, pat, and touch babies.

Talk to, sing to, and play with each baby on a one-to-one basis.

Respond to and expand on cues coming from child.

Interpret infants' actions to other children to help them get along in the group ("Mary had it first.").

Older toddlers/preschoolers

Assist toddlers in social interaction.

Create space and time for small groups of children to build blocks together or enjoy dramatic play.

Provide opportunities for sharing, caring, and helping, such as making cards for a sick child or caring for pets.

School-agers

Arrange planned and spontaneous activities in team sports, group games, interest clubs, board and card games.

Allow time to sit and talk with friend or adult.

B. Curriculum *continued*

CRITERION	RATING: Not met	Partially met	Fully met	COMMENTS
B-5a. Multiracial, nonsexist, nonstereotyping pictures, dolls, books, and materials are available.	1	2	X	
B-5b. Developmentally appropriate materials and equipment are available for *infants*. ☐ Rattles, squeak toys, music. ☐ Cuddly toys. ☐ Teething toys. ☐ Mobiles, unbreakable mirrors, bright objects and pictures. ☐ Infant seats, crawling area, sturdy furniture to pull up self.	1	2	X	
	☐ Not applicable			
B-5c. Developmentally appropriate materials and equipment are available for *toddlers*. ☐ Push and pull toys. ☐ Stacking toys, large wooden spools/beads/ cubes. ☐ Sturdy picture books, music. ☐ Pounding bench, simple puzzles. ☐ Play telephone, dolls, pretend toys. ☐ Large paper, crayons. ☐ Sturdy furniture to hold on to while walking. ☐ Sand and water toys.	1	2	X	
	☐ Not applicable			

B. Curriculum

(Note: A page is not missing. The letters and numbers are not in consecutive order because only some of the Criteria are observed in each classroom.)

CRITERION	RATING: Not met	Partially met	Fully met	COMMENTS
B-3a. Modifications are made in the environment, schedule, and activities to meet child's special needs. *For example:* Indoor and outdoor environments are accessible to special needs child including ramps, bathroom, and playground access as needed. Schedule is modified as needed, such as shorter day or alternative activities. Program is modified as needed, such as provision of special materials and equipment, use of supportive services, individualization of activity	1	2	X	
	☐ Not applicable			
B-4. The daily schedule provides a balance of activities on the following dimensions:				
B-4a. Indoor/outdoor	1	2	X	
B-4b. Quiet/active	1	2	X	
B-4c. Individual/small group/large group	1	2	X	
B-4d. Large muscle/small muscle	1	2	X	
B-4e. Child initiated/staff initiated	1	2	X	

B. Curriculum *continued*

CRITERION	RATING: Not met	Partially met	Fully met	COMMENTS
B-7c. Encourage children to think, reason, question, and experiment.	1	2	X	

For example:

Infants/younger toddlers

Provide a stimulating, safe environment for infants and toddlers to explore and manipulate.

Provide pictures, mobiles, brightly colored objects for babies to look at, reach for, and grasp.

Play naming and hiding games such as peek-a-boo, pat-a-cake.

Provide rattles, squeak toys, other noise-making objects for babies to hear.

Move or carry around noncrawling infants so they can see different things and people.

Older toddlers/preschoolers

Plan activities for labeling, classifying, sorting objects by shape, color, size.

Discuss daily and weekly routines in terms of time concepts, season of the year.

Observe natural events such as seeds growing, life cycle of pets.

Create opportunities to use numbers, counting objects.

Take walks around building or neighborhood.

Plan trips to provide new learning experiences for preschoolers.

Encourage water and sand play.

School-agers

Provide activities such as cooking, money-making projects, gardening, science experiments, trips in the community, interacting with visitors, multicultural experiences, computer projects.

B-7d. Encourage language development.	1	2	X	whole language

For example:

Infants/younger toddlers

Look at simple books and pictures. Talk to, sing to, and play with babies throughout the day.

Label objects and events.

Use action rhymes.

Encourage imitation by repeating child's gestures and attempts at words.

Play verbal games, have informal conversations.

Respond to sounds infant makes.

Older toddlers/preschoolers

Read books, tell stories about experiences, talk about pictures.

Provide time for conversation, ask child questions that require more than a one-word answer.

Answer children's questions.

Add more information to what child says.

Label things in room, use written words with pictures and spoken language.

Use flannel board, puppets, songs, finger plays.

School-agers

Provide opportunities to read books.

Write and produce plays, publish newspapers, write stories.

Share experiences with friends or adults.

Use audio-visual equipment such as tape recorders.

Make own filmstrips.

B. Curriculum *continued*

CRITERION	RATING: Not met	Partially met	Fully met	COMMENTS
B-7e. Enhance physical development.	1	2	X	

For example:

Infants/younger toddlers

Provide open carpeted space for crawling.

Provide low sturdy furniture for child to pull up self or hold on to while walking.

Provide outdoor activities for infants.

Provide objects for infants to reach for and grasp.

Allow mobile infants to move about freely, play with and explore the environment.

Older toddlers/preschoolers

Provide time and space for active play such as jumping, running, balancing, climbing, riding tricycles.

Provide creative movement activity using obstacle course or activity songs and records.

Provide fine-motor activities such as stacking rings, popbeads, pegboards, and puzzles for toddlers; add lacing cards and woodworking for preschoolers.

School-agers

Provide opportunities to get physical exercise, use variety of outdoor equipment.

Encourage participation in group games, individual and team sports.

Provide fine-motor activities and hobbies such as sewing, macramé, pottery, leatherwork, carpentry.

B-7f. Encourage and demonstrate sound health, safety, and nutritional practices.	1	2	X	

For example:

All ages

Cook and serve a variety of nutritious foods.

Discuss good nutrition.

Do activities to develop safety awareness in the center, home, and community.

Encourage health practices such as washing hands, brushing teeth, getting regular exercise and enough rest.

Talk about visiting doctor, dentist.

B-7g. Encourage creative expression and appreciation for the arts.	1	2	X	

For example:

Infants/younger toddlers

Encourage scribbling with crayons.

Use music, records.

Sing to baby.

Older toddlers/preschoolers

Do creative art activities such as brush painting, finger painting, drawing, collage, and playdough.

Provide time and space for dancing, movement activities, creative dramatics.

Do musical activities such as singing, listening to records, playing instruments.

School-agers

Provide planned and spontaneous activities in arts and crafts such as mural and easel painting, ceramics, carpentry, weaving.

Encourage dancing, creative dramatics, record playing, singing, playing instruments.

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B. Curriculum *continued*

CRITERION	RATING: Not met	Partially met	Fully met	COMMENTS
B-7b. Respect cultural diversity.	1	2	X	

For example:

All ages

Cook and serve foods from various cultures.

Celebrate holidays of various cultures.

Read books, show pictures of various cultures.

Invite parents and other visitors to share arts, crafts, music, dress, and stories of various cultures.

Take trips to museums, cultural resources of community.

B-8. Staff provide materials and time for children to select their own activities during the day.	1	2	X	

- ☐ Infants and toddlers have some materials for free choice.
- ☐ Several alternative activities are available for preschooler's choice.
- ☐ Staff respect the child's right not to participate in some activities.
- ☐ Teachers pick up on activities that children start, or interests that children show.
- ☐ School-agers help prepare materials, plan and choose their own activities most of the time.

B-9. Staff conduct smooth and unregimented transitions between activities.	1	2	X	

- ☐ Children are told to get ready for transition ahead of time.
- ☐ Children are not always required to move as a group from one activity to another.
- ☐ The new activity is prepared before the transition from the completed activity to avoid waiting.
- ☐ School-age children help plan and participate in the change of activity, have time to adjust to change from school to center.

B. Curriculum *continued*

CRITERION	RATING: Not met	Partially met	Fully met	COMMENTS
B-10. Staff are flexible enough to change planned or routine activities. *For example:* Staff follow needs or interests of the children. Staff adjust to changes in weather or other unexpected situations in a relaxed way without upsetting children.	1	2	X	
B-11. Routine tasks such as diapering, toileting, eating, dressing, and sleeping are handled in a relaxed and individual manner. ☐ Routine tasks are used as opportunities for pleasant conversation and playful interaction to bring about children's learning. ☐ Self-help skills are encouraged as children are ready. ☐ Routines are tailored to children's needs and rhythms as much as possible. *For example:* Respecting infants' individual sleeping schedules, providing alternatives for preschoolers who are early risers, providing school-agers with a place to rest if they choose, respecting school-agers' increasing interest in personal grooming.	1	2	X	

G. Physical Environment

CRITERION	RATING: Not met	Partially met	Fully met	COMMENTS
G-1a. There is enough usable space indoors so children are not crowded.	1	2	3	

___ To develop organizational skills and develop a sense of the classroom community, children are expected to participate in clean-up of activities before transition times.
___ Children spend very little time waiting for activities to begin and end; instead, children may start an activity or move on to another activity as they are ready, rather than waiting for the whole group.
___ Children are not required to line up in a regimented fashion for transitions, nor are they expected to "be still" or "be quiet;" instead, they move naturally in informal groups in which conversation is permitted and encouraged.

2. Activity Times: Managing Children's Choices

a. Children develop independence through frequent daily opportunities to make choices and decisions.
___ Extended periods of time in both the morning and the afternoon are designated for children's choices.
___ During these activity times, children choose from a wide variety of activities and materials offered in all of the learning centers of the classroom, rather than being limited to just a few centers or activities.
___ Among the activities available during this time, there may be one or two teacher-initiated projects offered as choices, as well as materials for children to pursue their own interests and ideas.

b. A choice board gives preschool children a framework within which to exercise their choices to a maximum extent.
___ There is a central choice board in the preschool classroom, showing the full array of activity choices at a glance.
___ Each of the learning centers is visually represented on the choice board by a picture or photograph.
___ Each picture is also labeled with the name of that center or activity, to expose children to meaningful print and to communicate to parents the labels used to describe various activities and centers.
___ For each activity choice, there is some clear indication of the number of children who may participate at one time (e.g., using velcro dots or small hooks to show how many children may "sign up" for that activity).
___ The number of children who may participate in an activity at one time reflects careful consideration of the available space and materials in that particular learning center.
___ Each child in the group has a name tag which is clearly identifiable, using both the child's name in print (to promote name recognition) and a photograph or graphic symbol (to enable even younger children to identify their name tags). The picture cues may be phased out when children are able to recognize their names in print.

c. To enable children to independently plan their activities, a choice board is used to organize and manage activity times.
___ The choice board is used whenever children have the opportunity and the freedom to plan and select their activities from a number of choices.
___ As children arrive in the morning, the choice board is used to facilitate their transition into the classroom, because it clearly communicates to both children and parents the activities available for independent choice.
___ Choice time may be interrupted briefly for a group time and then resumed once the group activity has ended.
___ When snack is offered as a choice, a related picture/word card is added to the choice board; when it is no longer available, that choice card is simply removed.
___ Special, teacher-initiated activity choices are added to the choice board as these become available throughout the day, so that children may choose to work with a teacher in a small group on a particular project.
___ As children change their activities, they return to the choice board to plan their next choice of activity.
___ Younger preschoolers receive some teacher assistance and support to use the choice board throughout the day.
___ When a child is thoroughly engrossed in an activity, but has not formally "signed up" for it at the choice board, teachers show flexibility in moving the name tag for the child without interrupting the activity (i.e., the choice board is a planning tool, not intended to interfere with children's appropriate activities).
___ As children develop greater competence in using the choice board independently to plan their activities, they are permitted to use negotiation and problem-solving skills to decide changes to the choice board (e.g., increasing the number of children who may choose one area, or adding a new activity choice to the board).

3. Curriculum Themes: An Integrated Curriculum

a. Learning experiences are made more meaningful for children by integrating them around particular curriculum themes.
___ A thematic approach is taken in planning the preschool curriculum.
___ The curriculum theme at any given time is posted in the classroom, along with curriculum plans.
___ Once a curriculum theme is being implemented, it is apparent in the classroom environment because of the changes made to add or create different materials to reflect the theme in each of the learning centers.

b. Curriculum themes are developed to reflect the changing and diverse interests of children.
___ Typically, curriculum themes emerge from the ideas and interests of children, not only the ideas of teachers.
___ Curriculum themes are planned on an ongoing basis, as children's interests develop and change, so that a calendar of themes for the year, planned months in advance, is not the basis for curriculum development.
___ Teachers are flexible enough to adapt planned themes or create new ones in response to the developing (and often unanticipated) interests of children and to events in the community.
___ Cultural diversity is respected and reflected in curriculum themes (e.g., a great deal of importance is not placed on typical holiday themes that exclude those whose families do not celebrate them, but instead holidays from diverse cultures might be celebrated or family values related to holidays might be emphasized instead).

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___ Specific skills and academic concepts (e.g., colors, shapes, numbers, letters) are not used as curriculum themes; rather children develop skills and learn concepts through meaningful activities as part of daily experiences.

___ Curriculum themes are not of uniform duration; some may continue for a week or two, while others may extend for a month or more, as children's interest in a particular topic persists and grows.

4. Activity Plans

a. Teachers plan and record curriculum activities each week.

___ A regular day and time each week is scheduled for planning, typically during rest time.

___ Teachers plan together as classroom teams whenever possible, to exchange ideas and to coordinate curriculum activities in the classroom(s).

___ Possible themes of interest to children, as evident in observations of their classroom pursuits, are identified prior to the planning session, so that teachers can bring activity ideas to the group.

___ Teachers use resource books and articles to supplement their own activity ideas.

___ Plans are recorded in written form to be displayed in the classroom each week.

b. Weekly activity plans are used as a tool for effective parent communication.

___ Weekly activity plans are prominently posted in an attractive classroom display, to communicate to parents the curriculum focus and the goals of planned learning activities and experiences.

___ Teachers frequently direct parents' attention to the weekly activity plans posted and encourage them to check these plans each week for curriculum information, so that parents learn to use the plans to become better informed about the weekly curriculum in their children's classroom.

c. Weekly activity plans provide a framework for developmentally appropriate practice.

___ Activities for the week are typically centered around a particular theme.

___ Activities are planned for each of the specific activity times each day (e.g., group time activities, special small group projects for choice time, gross motor and other activities for outdoor play, stories for group reading).

___ Activity plans for the week also include specific ways in which the curriculum theme will be used to enrich each of the learning centers (e.g., changes to the environment, materials that will be made available).

___ For every curriculum theme, there is at least one cooperative project planned that enables children to work collaboratively on the progressive stages of a project that may take several days to complete.

___ The specific learning goals for children are considered and recorded for each activity planned, using observations of children and the developmental profiles as a guide in setting priorities for what will be learned (i.e., not merely the "content" of the activities, but the important "processes" of learning).

___ Weekly activity plans are used as a guide, but teachers are flexible in adapting any planned activity to follow the lead of the children--expanding on some activities or eliminating others.

.....

Curriculum Management Summary:

STRENGTHS:

_____

_____

PRIORITY AREAS FOR DEVELOPMENT:

_____

_____

ACTION PLAN/STEPS (Goals and Timeline for Needed Improvements to Curriculum):

_____

_____

_____

_____

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APPPENDIX C

Sample Parent Survey and Results

Survey For Practicum Research
Nova University Masters Program
in Lifespan Care and Administration

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1. How old is your preschooler?

2. Is your preschooler male or female?

3. Are Barbie's made available in your home for your child to play with?

4. Does your child show interest in playing with Barbie?

5. Which particular kind of Barbie does your child choose to play with?

6. When your child plays with Barbie, what is the usual pattern of play that occurs? (ie. wedding, house) Please briefly describe the senario.

7. Do you feel Barbie is culturally diverse?

8. Do you fell Barbie could be used as an educational tool? Why, or why not?

9. As an educational tool, how do you think preschoolers would identify with her?

10. Please list three adjectives that you think best describe Barbie's place in our society.

Survey Results - Parents

Twenty nine surveys passed out
Seventeen surveys returned

1. Three years old - 6
   Four years old - 11

2. Female - 10
   Male - 7

3. Yes - 17
   No - 17

4. Yes - 12
   No - 5

5. No preference - 9
   Gymnastic Barbie - 3
   Bride Barbie - 1
   Any kind - 4

6. Dress-up - 11
   Action - 2
   Styling hair - 3
   No response - 1

7. Yes - 15
   No - 2

8. Yes - 14
   No - 3

9. Role model - 13
   Inspiration - 10
   Beach bound icon - 1
   Unnatainable -1
   No response - 5

10. Glamorous - 12
    Commercial - 1
    Fun - 6
    Stimulating - 1
    Icon - 1
    Unrealistic - 2
    Air Head - 1
    Smart - 1
    Ambitious - 2
    No response - 4

APPPENDIX D

Sample of Preschool Classroom Survey

BRIGHT HORIZONS
CHILDREN'S CENTERS

Survey of the Preschool Classroom Environment:
LEARNING CENTERS

Center: _____ Classroom/Teachers: _____

Level Two Goal: LEARNING CENTERS OFFER RICHLY DIVERSE ACTIVITIES AND MATERIALS.

(Check each statement that is evident in this classroom.)

1. Overall Quality of Learning Activities and Materials

___ The diverse activities available to children at any given moment make this an interesting, inviting, and challenging learning environment, where children of differing abilities and interests can play and learn.
___ Extra materials and activities are regularly added or changed throughout the year to adapt to and reflect changing interests and curriculum units and themes.
___ There are materials for reading and writing available not only in the books/language arts center but throughout the classroom, in all of the learning centers.

2. Materials and Activities in Specific Learning Centers

a. DRAMATIC PLAY

The area includes many of the following materials (and others are available to change/enrich the area):
(Check those that do appear.)

___ The usual furniture, dishes, pots, pans, and cutlery.
___ Other "homey" furniture and props, including a rocking chair, clock, books, and calendar.
___ Language props, such as two telephones, message pads, junk mail, newspapers, pencil and pad, and catalogs.
___ "Grownup" clothing commonly worn by the people of the cultures represented in the program.
___ At least one full-length mirror for dress-up play.
___ Boy and girl dolls that have the skin color, hairstyles, and facial features of the cultures represented in the classroom and in our diverse society.
___ Food packages with labels in the children's native language as well as those with labels in English; also recipe cards, cookbooks, and menus.
___ Additional kitchen utensils commonly used in the kitchens of people from the cultures represented in the classroom.
___ At times throughout the year, materials for setting up different themes for dramatic play (e.g., store, hospital/doctor's office, restaurant, bakery, post office, florist/garden shop, etc.).
___ Reading and writing materials (e.g., paper, pencils, shopping lists/pads, checkbooks, price tags, menus, fast food signs/logos, appointment book/cards, stamps and stamp pads, etc.)

Materials displayed in the area include the following:

___ Materials that show men and women in nurturing roles and in various types of family structures (e.g., photographs or illustrations of men feeding children, single-parent families, family groups including grandparents, etc.).
___ Decorations reflecting colors, patterns and family scenes common in the cultures represented in the classroom and in our diverse society.
___ Word/picture labels throughout the learning center.

b. BLOCK BUILDING

___ There is a full set of building blocks, enough to be shared by a several children building large structures at one time.
___ In addition to blocks, there are sets of scaled-down objects to be used in fantasy play, and these reflect the place where your program is located (e.g., trees, animals, cars, trucks, road signs, gas station logos/signs, etc.).
___ There are scaled-down multi-racial figures of people.
___ The figures avoid sex-role stereotyping (e.g., women as well as men depicted in different occupational roles).
___ The area is decorated with labeled illustrations of typical building styles from your area (such as photographs of the children's homes or easily recognizable landmarks, cities and bridges) as well as blueprints and new car fliers.
___ Pictures of previously built block structures, with children's own labels and/or dictated "stories," are displayed.
___ Relevant books are available (e.g., books about construction, buildings, cities, transportation, etc.).
___ Writing materials are accessible (e.g., large paper, stereopads, and pencils).
___ Materials and objects relating to transportation are included (e.g., train passes, train and bus schedules, scanner cards, parking validation stubs, etc.).
___ Print is used in the learning center to label materials with words and pictures.

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c. SENSORY (SAND/WATER) PLAY

___ A variety of materials for measuring, filling, and pouring are provided (e.g., "squirty" bottles, tubing, pitchers, food coloring, bubble pipe, measuring cups, etc.).
___ There are enough accessories for several children to play at once.

d. ART EXPLORATION

The shelves contain most of the following materials (and all are available to change/enrich the area):
(Check those that are available for children's use at any time.)

___ Various sizes and textures of paper.
___ Colored paper.
___ Crayons, markers, and pencils in separate containers.
___ Tracing templates.
___ Chalk in a container.
___ Water color paints, brushes, and water containers.
___ Easel paints and large brushes.
___ Small containers of paste or glue, and paste/glue brushes in small containers.
___ A box of collage materials.
___ Cut-out magazine pictures.
___ Scissors in a container.
___ Magazines, catalogs, and greeting cards.
___ String and yarn.
___ Stickers.
___ Clay and clay tools.
___ Stamps and stamp pads.

___ Print is used in the learning center to label materials with words and pictures.
___ Children's artwork, with their own written descriptions or "stories," is displayed at children's eye level.
___ In this area, children are exposed to crafts (e.g., weaving, pottery, basketry, beadwork, metalwork, woodworking, etc.) common in the cultures of their families and other cultures.

e. TABLE TOYS/MANIPULATIVES

The following materials are available to allow children to use their small muscles in several different ways:
(Check those that the area contains.)

___ Puzzles.
___ Pegs and pegboards.
___ Legos and/or Bristle Blocks.
___ Small wooden cubes/blocks.
___ Wooden beads and strings.
___ Lacing cards.
___ Lotto games.
___ Picture classification games.
___ Memory games.
___ Stereopods with pencils attached.

There are several different types of materials for each of the learning opportunities listed below:
(Check those that are included.)

___ Classifying objects.
___ Classifying pictures (e.g., materials include catalogs).
___ Putting objects and/or pictures in a series (e.g., by length—include charts for measuring, size comparisons).
___ Sequencing and patterning.
___ Practicing visual memory skills.

___ Print used in the learning center includes word/picture labels for all materials and toy company logos.
___ The collected materials are open-ended with several levels of complexity, so that children will still find some of the materials challenging even after they have developed skill with others.
___ Many illustrations on the materials reflect the children's environment (i.e., urban, suburban, or rural).
___ Many illustrations on the materials reflect the diversity of races/cultures represented in the classroom and in society.

f. BOOKS/LANGUAGE ARTS

___ The area contains puppets and flannel pieces (pictures and words) for storytelling with the flannel board.
___ There are at least two books available for every child in the classroom (they may not all be displayed at once).
___ There is a class photo album, with photos of children engaged in classroom activities, labeled with their own words.
___ The area contains children's own stories, written and "published" as group/collaborative books or individual books.
___ The content of many of the books represents the children's life experiences (cultural and environmental).
___ The books give positive messages about particular cultural groups and about the roles of women and men.
___ A record player and/or a tape recorder, preferably with headphones, are available often.
___ There is a variety of read-along books and other listening tapes available for children's independent use.
___ There is recorded music available for listening, including a wide range of music from different cultures.
___ Print is used in the learning center to label items with words and pictures.

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g. WRITING/ILLUSTRATING

___ The writing/illustrating area is well supplied with a wide variety of materials for writing and illustrating, including but not limited to the following:
(Check those that are available for children's writing experiences.)
- ___ Pencils, markers, crayons, alphabet stamps and ink pads.
- ___ Magic slates and wooden pencils; lap-top chalkboard and chalk.
- ___ Design stencils.
- ___ Various kinds of paper: newsprint, construction paper, typing paper, computer paper, notebooks, large chart paper hung at children's eye level.
- ___ Wallpaper samples, old magazines, catalogs.
- ___ Index box, receipt box, order forms, old checkbooks.
- ___ Letter/note-writing materials: stationery, envelopes, notecards, sticker notes, letterhead.
- ___ Mailboxes.
- ___ Book-publishing materials: stapler, hole punch, yarn, scissors, glue and paste.
- ___ Typewriter.

___ Examples of print are displayed for children's inspiration and reference:
(Check those that the area contains.)
- ___ Alphabet strip (e.g., attached to table top).
- ___ Bookcovers laminated and displayed on walls.
- ___ Variety of books, including a children's picture dictionary.
- ___ Examples of children's own "published" books.
- ___ Charts and graphs.

___ Print is used in the learning center to label materials with words and pictures.

h. SCIENCE DISCOVERY AND MATH

The area contains the following materials for science exploration:
(Check those that are present.)
- ___ Plants.
- ___ Small animals, fish, or insects (classroom pets).
- ___ Labeled pictures of plants and animals.
- ___ Appropriate science books and magazines (e.g., *National Geographic, Your Big Back Yard.*)
- ___ Children's own displays or collections, with labels they dictate or write.
- ___ Magnifying glasses.
- ___ A balance scale.
- ___ Magnets.
- ___ Charts (e.g., growth chart, pet feeding chart).

___ A variety of materials are drawn from children's natural environment (e.g., leaves, twigs, pebbles, seashells, pieces of concrete, etc.).

___ Opportunities and activities are made available that allow children to experiment, hypothesize, solve problems, and try out various possibilities (e.g., experiment and sort items that float or sink).

___ This area and/or a separate math area contains materials for basic math exploration (e.g., sorting, classifying, counting).

___ Print is used in the learning center to label materials with words and pictures.

i. WOODWORKING

___ The area contains enough equipment for more than one child.

The following tools are available for children's use:
(Check those that are available.)
- ___ A supply of soft wood scraps (e.g., soft pine).
- ___ Various grades of sandpaper.
- ___ Small hammers.
- ___ An assortment of nails with large heads.

___ Print is used in the learning center to label tools and to display a chart (words and pictures) of safety rules to be followed in the center.

j. GROSS MOTOR ACTIVITIES

___ The area contains equipment to promote climbing, balancing, and other large movements, including the following items:
(Check all that are available.)
- ___ Tricycles and ride-on toys.
- ___ Sand and sand toys.
- ___ Balls of different sizes and materials.
- ___ Climbing apparatus.
- ___ A slide and swings.
- ___ A parachute.

___ Games are taught that are distinctive of the various cultures represented by children in the classroom and in other cultures.

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BRIGHT HORIZONS
CHILDREN'S CENTERS

Survey of the Preschool Classroom Environment:

LEARNING CENTERS

Center: _____ Classroom/Teacher: _____

Level Two Goal: LEARNING CENTERS OFFER RICHLY DIVERSE ACTIVITIES AND MATERIALS.

.....

Environmental Summary:

STRENGTHS:

_____

_____

_____

_____

PRIORITY AREAS FOR DEVELOPMENT:

_____

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_____

_____

ACTION PLAN/STEPS (Goals and Timeline for Needed Improvements to Learning Center Activities and Materials):

_____

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4/15/93

APPPENDIX E

Sample of the "Around the World" Curriculum

December 1994

Preschool Calendar of Events - Four's

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1 Italy - Costumes/ Cultures/ Italian Barbie	2 China - Laterns, Fans, China Barbie	3
4	5 Tiawan - Fabric Greeting Cards	6 Wales - Make Taffy	7 Denmark - Decorate Pine Cones w/ Gold	8 Germany - Gingerbread Houses	9 Holland - Paper Shoes filled w/ fruit and nuts	10
11	12	13 Kwanzaa - Pot Luck Feast - Kenya Barbie	14 Greece - Make drums - Parent Volunteer	15 Sweden - Make Crowns - Light Parade	16 Las Posadas - Pinata - Hat Day	17
18	19 England - Afternoon Tea	20 Poland - Stars on poles	21 World Day Celebration - Last Day Until 1/5/95	22	23	24
25	26	27	28	29	30	31

November 1994

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

January 1995

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Focus: Around The World

Week of: _____ Unit Focus/Theme: Around The World

BRICH, HORIZONS
SAMPLE WEEKLY PLANNING FORM

		Monday	Tuesday	Wednesday	Thursday	Friday
GROUP TIMES (music, fingerplays, movement)	Activities					
	Goals/Objectives					
CHOICE TIME (special small group activities)	Activities		Internation Barbie Dolls used to discuss the native costume of each culture			
	Goals/Objectives					
OUTDOOR PLAY (planned gross motor activities)	Activities		Dolls are not left specific to an area. Suggestions are made so that children have a starting point, or			
	Goals/Objectives		motivator, to begin fantasy play.			
STORY TIME (group story reading)	Activities					
	Goals/Objectives					

INTEREST AREAS (changes to the environment, materials and strategies related to the theme)

Dramatic Play Barbie Dolls w/ accessories Ken Dolls	**Art**	**Sensory (Sand and Water)** Barbie Dolls w/ swimming attire Ken Dolls	**Blocks** Barbie Dolls w/ camping attire Ken Dolls	**Table Toys/Manipulatives**
Library Corner	**Science Discovery** Dr. Barbie	**Language Arts (listening, Prewriting)**	**Math**	**Other** Fantasy Play - Box of Barbie Dolls left available in room for children to take anywhere

SU

OTHER SPECIAL PLANS FOR THE WEEK:

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